

# California Postsecondary Education Commission

## Improving Teacher Quality State Grants Program

### Project Description

Project Title	Developing Rigorous Education in the Arts to Motivate (DREAM)		
Grant Amount: \$1,002,128	Grant Period: October 1, 2005 – September 30, 2009		
Grade Level: 6 – 12	Subject Matter: Visual and Performing Arts		
Institute of Higher Education	<input type="checkbox"/> California State University, San Bernardino (CSUSB)		
Local Education Agency	<input type="checkbox"/> San Bernardino City Unified School District		
Additional Partners:	<input type="checkbox"/> CSUSB Theatre Department: College of Arts and Letters		
Need for Project/ Population To Be Served:	<p>San Bernardino City USD is a high poverty, high priority district. Over 81% of the student population is on free and reduced meals and 33% are at or below the poverty level. SBCUSD is working hard to decrease the dropout rate and increase the university going rate by insuring that all students have access to a rigorous and engaging education. The majority of high school students are scoring basic or below on the California Standards Test in English/Language Arts. Targeted academic literacy support is needed in all content areas including the secondary arts classroom to increase students' reading, writing, speaking and listening skills.</p>		
Project Goals:	<p><i>Goal 1:</i> Secondary arts educators will implement standards-based instructional practice.  <i>Goal 2:</i> Secondary arts educators will increase their ability to improve students' academic literacy in the arts classroom.</p>		
Summary of Activities:	<p>Year 1 will include the development and piloting of research tools, the piloting of high school arts teachers in the beginning level literacy seminars, and participation in the Collaborative Design Institute (CDI) with academic literacy embedded. Year 2 will be round one of the experimental model with high school arts teachers. It will include refinement of the beginning level literacy seminars and a piloting of the advanced level literacy seminars. Pilot teachers from year 1 will complete the CDI. Round one teachers of the experimental model will engage in the beginning level literacy seminars and participate in the CDI. Year 3 will be round two of the experimental model with the middle school arts teachers. Round two teachers will participate in the beginning level literacy seminars while round one teachers engage in the advanced level literacy seminars. Round one teachers will complete the CDI and round two teachers will begin the CDI. Year 4 will be the analysis, reporting and dissemination year. Round 2 teachers will participate in the advanced level literacy seminars and complete the CDI. Revision to the beginning and advanced level literacy seminars will take place based on results from the studies. The final reports will be written and results disseminated, first to the California Arts Project Network and San Bernardino City USD, and then to statewide arts organizations and other research organizations.</p>		
Outcomes Expected:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tools provided to design, implement, and examine the results of effective instruction that engages students in academic writing, reading, and speaking.</li> <li><input type="checkbox"/> Impact secondary arts classrooms for students to engage in well-designed and rigorous technical, analytical, and reflective writing and oral discourse.</li> <li><input type="checkbox"/> 150 hours of the SBCUSD Collaborative Design Institute (CDI).</li> <li><input type="checkbox"/> Additional 40 hours of professional development in academic literacy each year.</li> </ul>		
Teachers Served	55	Students Served	10,395
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